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ABSTRACT

This handbook is an information source for Oregon public school districts developing policies to ensure equal opportunities in education, employment, and the provision of educational services required by Federal and state laws, regulations, and policies. Not addressed are issues and services for the handicapped or programs for migrants, the educationally disadvantaged, and delinquents. Precedent-setting court cases concerning discrimination on the basis of race and national origin are cited. The following materials are included: (1) a glossary; (2) answers to three commonly-asked questions about equal treatment for students, equal educational opportunity, and equal employment opportunities and affirmative action; (3) 36 summaries of case law related to school desegregation, busing, discrimination against non-English-speaking students and aliens, affirmative action, and sex discrimination in employment and educational opportunities; (4) a list of 17 Federal and state information sources; and (5) a list of 10 Oregon Department of Education publications about equal opportunity. (FMW)

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EQUAL OPPORTUNITY HANDBOOK

A Resource on Equal Opportunities for Education and Employment in Oregon Public Schools

July 1990

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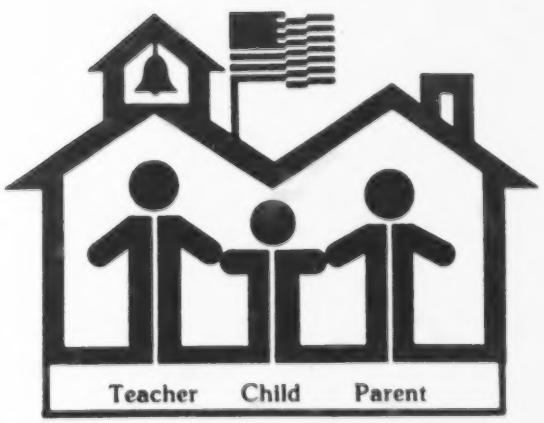

• John W. Erickson, State Superintendent of Public Instruction • Oregon Department of Education, 700 Pringle Parkway SE • Salem, Oregon 97310-0290 •

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EQUAL OPPORTUNITY HANDBOOK

A Resource on Equal Opportunities for Education

and Employment in Oregon Public Schools

July 1990

Oregon Department of Education
700 Pringle Parkway SE
Salem, Oregon 97310-0290

John W. Erickson
State Superintendent of
Public Instruction

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INTRODUCTION

Districts develop policy locally to ensure that equal opportunities are made available in the areas of education and employment, and in the provision of educational services, as called for by federal and state statute, regulations and policy. The purpose of this handbook is to serve as an information resource. It cites court cases concerning desegregation on the basis of race and national origin; it does not intend to speak to the entire spectrum of discrimination issues. The cases cited have set the precedent toward establishing the law. Offices at the state, regional, and federal levels are listed, which are responsible for monitoring the provision of equal opportunity, as well as technical assistance centers.

The handbook does not address issues or services for the handicapped, as provided under Public Law 94-142, and any requests in this area should be directed to the Special Education Section at the Oregon Department of Education. Regarding programs in migrant education and programs for the educationally disadvantaged/delinquent, contact the Compensatory Education Section at the Department.

For more information or requests for technical assistance concerning equal opportunity, contact Arnie Leppert, Director of the Compensatory Education Section, 378-3606, or Kathryn Murdock, Director of Legal Services, 373-7714.

John W. Erickson
State Superintendent of
Public Instruction

A GLOSSARY OF TERMS

OAR — Oregon Administrative Rule; a rule made by a state agency pursuant to the Administrative Procedure Act. OARs have the force of law in Oregon.

ORS — Oregon Revised Statute; Oregon laws as codified from legislatively approved bills.

LEP/NEP — Limited English Proficient/Non-English Proficient; may include an individual:

1. whose native language is other than English or was not born in the United States; or
2. who comes from a home in which a language other than English is most relied upon for communication; or
3. who is an American Indian or Alaskan Native student and comes from an environment in which a language other than English has had a significant impact on the individual's level of English language proficiency; and
4. who, as a result of one or more of the preceding circumstances, has sufficient difficulty in understanding, speaking, reading or writing the English language to such an extent as to deny the individual the opportunity to learn successfully in classrooms in which the language of instruction is English.

NATIVE LANGUAGE — The language normally used by an individual, or in the case of a child, the language normally used by the parent of the child.

PROGRAM OF BILINGUAL EDUCATION — A program of instruction designed for students in elementary or secondary schools who have limited English proficiency skills. Programs include the following characteristics:

1. there is instruction given in both English and the native language of the child to the extent necessary to allow the student to achieve competence in the English language;
2. the instruction is given with appreciation for the cultural heritage of students with limited English proficiency skills and other groups in American society, with emphasis on those cultures represented in the LEA; and
3. the instruction is given in all courses of study or subject areas to the extent necessary to allow the student to progress effectively through the educational system.

LEA — Local Education Agency

ODE — Oregon Department of Education; often referred to as SEA (State Education Agency) in federal regulations.

CFDA — Catalog of Federal Domestic Assistance; a list of programs administered by various federal agencies and departments. Programs are cross-referenced, with legislative authority and intent identified as well as contacts for further information; updated annually.

DE JURE SEGREGATION — ("by law") segregation is racial separation which is the product of some purposeful act by government authorities.

DE FACTO SEGREGATION — ("by the facts") segregation occurs because of housing and migration patterns and is unconnected to any purposeful governmental action to racially segregate schools.

QUESTIONS AND ANSWERS ABOUT EQUAL OPPORTUNITY

Our district is about to develop a statement of philosophy and policy regarding equal treatment for students. What do the laws say on this matter?

There are three major federal laws which directly address equal treatment:

1 Amendment XIV, United States Constitution, 1868 states, "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

2 Title VI of the Civil Rights Act of 1964 (PL 88-352) prohibits discrimination of the basis of race, color or national origin against students and others in educational systems and/or institutions receiving federal assistance.

3 Title IX of the Education Amendments of 1972 (PL 95-561) prohibits discrimination on the basis of sex against students and others in educational systems and/or institutions receiving federal assistance.

In addition, beginning in 1954, decisions by the United States Supreme Court resulted in significant case law which further defined equal treatment under the law. A compilation of summaries of the most familiar cases begins on page 7.

State laws and regulations providing for policy development by local districts include the following:

4 ORS 326.011 provides authority for policy-making by the State Board of Education regarding administration and operation of public elementary and secondary schools and community colleges in Oregon.

5 ORS 326.051 prohibits discrimination against any person in school or interschool programs, services or activities and gives sanction to the State Board of Education to withhold funds from districts in violation. (Discrimination is as defined in ORS 659.150.)

6 ORS 659.150 prohibits unreasonably different treatment of students on the basis of age, handicap, national origin, race, marital status, religion or sex in any public elementary school, secondary school or community college, or in any program of higher education in Oregon which receives state or federal aid.

Our district is about to develop its philosophy and policy concerning equal educational opportunity in the district. What do the laws say on this matter?

In addition to the laws cited above, the following apply:

1 ORS 326.051(1)(d) directs the State Board of Education to adopt rules regarding school and interschool activities related to nondiscrimination. (See again ORS 659.150.)

2 ORS 332.075 (6) authorizes a school to be a member of and pay fees (if any) to any voluntary organization that administers interschool activities or facilitates the scheduling and programming of interschool activities.

3 ORS 336.067(1)(b) requires public schools to place special emphasis on instruction in respect for all humans, acknowledgement of the dignity and worth of individuals and groups and their participative roles in society.

4 ORS 336.074 provides for exceptions to teaching in English to include instruction in foreign languages in order that students whose native language is other than English can develop bilingual skills to make an early and effective transition to English.

5 ORS 336.079 provides for specific courses to teach English language proficiency to students who are unable to profit from classes taught in English, for as long as may be required so that students are able to profit from classes conducted in English.

6 ORS 336.082 provides that the State Board of Education shall encourage the development or implementation of curriculum that will improve instructional effectiveness and is nondiscriminatory by race, sex, age, marital status, creed or color.

7 ORS 336.086 provides standards for curriculum, as described in ORS 336.082.

8 ORS 337.060(2) requires publishers to document how each textbook conforms to State Board of Education guidelines.

9 ORS 337.120(1) authorizes citizen involvement in the process of textbook selection from the approved list.

10 ORS 337.141 requires districts to select textbooks which meet guidelines and criteria established by the State Board of Education.

11 ORS 342.123 requires that beginning in 1978, all certificated education personnel in Oregon will need to demonstrate a knowledge of Title VI (PL 88-532) and Title IX (PL 95-561) in order to obtain or renew a teaching certificate.

12 ORS 342.609 requires that all school districts providing courses pursuant to ORS 336.079, afford certificated personnel an opportunity to qualify to assist non-English speaking students to learn English at no cost to the personnel.

In addition, the following Oregon Administrative Rules apply:

13 OAR 581-21-030(2)(a) requires that communications on testing should be written in the language spoken in the home where the language predominantly spoken is not English.

14 OAR 581-21-045 prohibits school districts from discrimination in school programs or interschool activities, as prescribed by ORS 659.150.

15 OAR 581-21-046(8) requires districts to implement plans for identifying students whose primary language is not English, and provide them with appropriate programs.

16 OAR 581-21-049 provides for prompt resolution of complaints of discrimination.

17 OAR 581-22-505 provides that "Each district school board shall adopt written policies, and the school district shall maintain plans and programs, which assure equality of opportunity for all students as provided in OARs 581-21-045 and 581-21-046."

18 OAR 581-22-602 provides that "The school district shall assure that educational programs and services support all students as they progress through school." (Effective 9-1-82)

Our district is about to develop a statement of philosophy and policy regarding equal employment opportunity and affirmative action. What do the laws say on this matter?

In addition to Title VI of the Civil Rights Act and Title IX of the Education Amendments, the following federal laws apply:

1 The Equal Pay Act of 1963 (29 US Code, Section 206 (d)(1) requires equal pay for equal work regardless of sex.

2 Title VII of the Civil Rights Act of 1964 (PL 88-352), as amended by the Equal Employment Opportunity Act of 1972 (PL 92-261), prohibits discrimination in employment (including hiring, upgrading, salary, fringe benefits, training, sexual harassment and other conditions of employment). This covers all employees. All employers, public and private, are affected whether or not they receive federal funds. Initially, only private employers of 15 or more persons were affected, but the EEO Act included public and private educational institutions, state and local governments.

3 Legal principles of the Fifth and Fourteenth Amendments to the US Constitution are often cited in Title VII Civil Rights Act litigation cases.

4 The Age Discrimination in Employment Act of 1967 (PL 90-202) provides that is unlawful for an employer to fail or refuse to hire or discharge any individual or otherwise discriminate against any individual with respect to compensation, terms, conditions, privileges, or employment because of age. Protects persons 40-70 years of age.

5 Executive Order 11246, as amended by Executive Order 11375, prohibits discrimination by all employers who hold federal contracts. Organizations with contract worth more than $50,000 and involving 50 or more employees must prepare and implement affirmative action programs.

Significant examples of case law which have affected equal employment policy development are described on page 7.

There are also Oregon laws and rules which apply to equal employment:

6 ORS 659.030(1)(a) prohibits employers from discrimination (including terms, conditions, privileges of employment) except for bona fide occupational requirements reasonably necessary for job performance. Includes ages 18 to 65 years.

7 OAR 581-22-715(1) requires school districts to develop written personnel policies, including an affirmative action plan, assuring equal employment and educational opportunities for all persons. Also provides penalty for violation, which may take the form of the withholding of basic school support.

SUMMARY OF CASE LAW RELATED TO EQUAL OPPORTUNITY

School Desegregation

Brown v. Topeka Board of Education,
347 US 483 (1954)
"Brown I"

The Supreme Court held that segregation in public schools on the basis of race, even though facilities may be equal, denies minority children equal protection under the law.

Brown v. Topeka Board of Education,
349 US 294 (1955)
"Brown II"

The Supreme Court required elimination of dual school systems under the jurisdiction of district courts, which must begin "with all deliberate speed."

Cooper v. Aaron,
358 US 1 (1958)

The Supreme Court held that the mandate to desegregate "with all deliberate speed" could not be postponed due to public reaction generated by a court order. The Court affirmed that state action in resistance to desegregation orders would be condemned.

Goss v. Board of Education,
373 US 683 (1963)

The Supreme Ccurt ruled that desegregation plans which permitted a student to transfer out of an assigned school if the student was in the racial minority violated the equal protection clause. The Court held that no official plan is permissible under the provisions of the Fourteenth Amendment when racial segregation is the inevitable consequence.

McNeese v. Board of Education,
373 US 668 (1963)

The Supreme Court ruled out the necessity for exhaustive administrative remedies before seeking relief through the courts. This had the effect of defeating the use of bureaucratic processes to stall implementation of the school desegregation mandated by "Brown I."

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*Common titles are presented in quotes.

Griffin v. County School Board,
377 US 218 (1964)

The Supreme Court ruled that local school boards could not avoid desegregation dual systems by closing public schools while simultaneously financing private segregated schools. At that time, the Court rejected continued delay of desegregation based upon the "deliberate speed" standard of "Brown II."

School District 16R v. McCormmach,
238 Or 51 (1964)

The Oregon Supreme Court held that the term "residence" for school purposes signifies the place where a child lives with some degree of permanency. There is no requirement of legal domicile; it is sufficient if the child lives with the parents or some person in loco parentis within the district. See ORS 332.595(5).

Rogers v. Paul,
382 US 198 (1965)

The Supreme Court struck down a plan to desegregate one grade per year; ruled that Blacks in those grades not covered by the plan were entitled to transfer to predominantly white schools.

Green v. County School Board of New Kent County,
391 US 430 (1968)

The Supreme Court again ruled against delay strategies based on the "deliberate speed" provision by "Brown II"; the burden was placed on local school boards to develop plans which would realistically, and immediately, eliminate dual school systems.

Singleton v. Jackson Municipal Separate School District,
419 F 2nd 1211
(5th Circuit Court of Appeals 1969)

This decision required school systems to assign personnel working directly with children in such manner that the ratio of black to white teachers and staff in each school approximates the black-white ratio in the district as a whole. This remedy applies to districts previously found guilty of discrimination.

United States v. Scotland Neck City Board of Education,
407 US 484 (1972)

The Supreme Court held that a district court had the power to enjoin the formation of a white school system by splitting off from a larger, predominantly black system.

Keyes v. School District 1,
Denver, Colorado
413-US 189 (1973)

The Supreme Court ruled that although Colorado had never enacted a school segregation law mandating a dual school system, actions of local school authorities were significant enough to establish a case of "de jure" segregation.

Norwood v. Harrison,
413 US 455 (1973)

The Supreme Court ruled that a state could not provide any type of assistance to private segregated schools that would encourage their existence. The logic of the opinion rested on the premise that the state cannot encourage citizens to carry out actions which constitutionally the state is forbidden from doing.

Milliken v. Bradley,
418 US 717 (1974)

The Supreme Court held that interdistrict or metropolitan remedies were not appropriate unless all districts concerned had "de jure" segregated school systems or unless "de jure" segregation in one district was found to have a racial effect on the other school district or districts. The Court found the Detroit school system was segregated intentionally.

Bradley v. School Board of Richmond,
416 US 696 (1974)

The Supreme Court held that a desegregated faculty and staff was an essential component in the elimination of dual school systems.

Busing

Swann v. Charlotte-Mecklenburg Board of Education,
402 US 1 (1971)

The Supreme Court endorsed busing as an appropriate remedy to "de jure" school segregation. The opinion further stated that busing was normal and an acceptable tool of educational policy and that "desegregation plans cannot be limited to the walk-in school."

Washington v. Seattle School Dist. No. 1.,
458 US 457 (1982)

The Supreme Court struck down a state law which prevented Seattle school districts from invoking a mandatory busing plan to combat de facto segregation in its schools. The court upheld the mandatory busing plan because it found the state's intervention in this single aspect of local school matters impermissible. However, had the state previously been in control of schooling

issues or subsequently taken charge of all schooling issues then their actions may have been permissible.

Crawford v. Los Angeles Board of Education,
458 US 527 (1982)

The Supreme Court upheld an amendment to the California State Constitution which prevented the state from requiring busing unless ordered by a federal court. The state constitution had previously been interpreted to require desegregation where either de facto or de jure segregation was found. The court found this to be a permissible limitation as California had previously exceeded the federal requirement for desegregation and was now merely returning to the federal standard. Additionally, the court found no purposeful discrimination by voters in ratifying the amendment.

Discrimination Against Non-English Speaking Students and Aliens

Lau v. Nichols,
414 US 563 (1974)
"The Lau Decision"

The Supreme Court ruled that failure to take affirmative action steps to meet the language difficulties of non-English speaking students constitutes a violation of Title VI, the Civil Rights Act of 1964. The Court based its decision on Title VI, Section 601, which prohibits discrimination in federally assisted programs. The Court held that districts are required to take affirmative steps to bring non-English speaking students into the educational mainstream.

Serna v. Portales Municipal Schools,
499 F 2nd 1147
(10th Circuit Court of Appeals 1974)

The Supreme Court found an equal protection violation in the failure of the school district to adopt an educational program that would guarantee equal educational opportunity to Spanish-speaking children; the Court rejected the district's plan and instead adopted a plan of its own based upon testimony presented during the hearing.

Plyler v. Doe,
457 US 202 (1982)

A Texas law which required illegal aliens to pay for public education was struck down by the Supreme Court. As a matter of legislative history, the Court found that the Equal Protection Clause applied to any person physically within a state's borders, regardless of the legality of his presence. Additionally, the Court determined that Texas' interest in preventing an influx of illegal immigrants and preserving a high quality of education was not sufficient to deny an education to illegal aliens.

San Antonio Independent School District v. Rodriquez,
411 US 1 (1973)

The Supreme Court ruled that a discrepancy in per pupil expenditure for education did not violate the Fourteenth Amendment's Equal Protection Clause where the plaintiffs were poor children residing in school districts having a low property tax base.

Affirmative Action

Bakke v. the Regents of the University of California,
438 US 265 (1978)

The Supreme Court by a 5-4 majority, ordered Allan Bakke admitted to the Medical School at the University of California at Davis and found the University's affirmative action program illegal. By another 5-4 majority, however, the Court held that certain forms of "race-conscious" admissions procedures are constitutional.

Southeastern Community College v. Davis,
442 US 397 (1979)

A hearing-impaired student was denied admission to the school's nursing program based upon the school's determination that Davis' handicap prevented her from performing safely in both her training program and in her desired profession. The Supreme Court held that nothing in the language or history of Section 504 of the Rehabilitation Act of 1973 limits the freedom of an educational institution to set reasonable physical qualifications for admission to a clinical training program.

Weber v. Kaiser Aluminum,
443 US 193 (1979)

The Supreme Court upheld the affirmative action program of Kaiser Aluminum, which has a two-track system for admissions to skills development programs: one based on seniority in the regular system, the other on a different seniority system for minority employees.

Fullilove v. Klutznick,
448 US 448 (1980)

The Supreme Court recognized the validity of affirmative action plans which were appropriately-tailored racially-conscious measures used to counter the effects of past discrimination. In situations where discrimination has effected minorities in the past, programs tailored to favor the discriminated against minorities are acceptable. Quotas may be used to root out past discrimination.

Wygant v. Jackson Board of Ed.,
476 US 267 (1986)

The Supreme Court upheld a suit brought by white teachers who sought to invalidate a lay-off scheme which favored minorities. The scheme eliminated the previous seniority system to determine lay-offs and replaced it with a proportional system. The new system would lay-off white teachers in an amount equal in proportion to the number of black teachers laid-off. The new scheme was implemented because the school district had just recently hired black teachers in response to discrimination claims. While this particular scheme was declared invalid the Court held that public employers may sometimes voluntarily embark upon race-conscious scheme for remedying past employment discrimination.

Local 28 of the Sheet Metal Workers' Int'l Association v. EEOC,
478 US 421 (1986)

The Supreme Court upheld a judicially-ordered "hiring goal" of 29 percent non-white membership in a union that had been repeatedly found to have intentionally discriminated against non-whites. The hiring goal was instituted to combat persistent and egregious discrimination or where necessary to dissipate the lingering effects of pervasive discrimination not simply to create a racially balanced work force.

U.S. v. Paradise,
480 US 149 (1987)

The Supreme Court upheld a promotion scheme which required a police department, which has historically discriminated against blacks, to promote one black officer for every white officer promoted. This requirement was only temporary and would be rescinded as soon as the department developed acceptable promotion procedures. The plan was necessary to eliminate past discrimination where no alternatives were likely to motivate the department to promote blacks immediately.

City of Richmond v. J.A. Croson Co.,
109 S Ct 706 (1989)

Affirmative action programs were set back when the Supreme Court struck down a minority set-aside program in the construction industry. The program required prime contractors to set-aside 30 percent of the dollar amount of the contract for minority subcontractors. The Court determined the program revealed no prior discrimination by the city itself and the 30 percent set-aside was not narrowly tailored enough to remedy the effects of prior discrimination. This significantly increased the burden of proof upon affirmative action plan supporters to show quantifiable prior discrimination.

Employment Discrimination Based on Gender

ORS 659.030 prohibits employers from refusing to hire or employ or discharge from employment anyone because of sex, unless discrimination results from a bona fide occupational requirement reasonably necessary to the normal operation of the employer's business. The statute also prohibits discrimination in compensation, conditions and benefits because of sex. Employers may not inquire as to an applicant's sex, unless related to a bona fide occupational requirement.

ORS 659.029 defines "because of sex" to include because of pregnancy, childbirth and related medical conditions. Women affected by these conditions shall be treated the same for all employment-related purposes.

School Dist. 1 v. Nilsen,
(1974)
17 Or App 601
aff'd in part, 271 Or 461 (1975)

School district's rule requiring resignation of pregnant probationary teachers unlawfully discriminated on basis of sex and was not reasonably necessary for normal operation of district's business.

Univ. of Penn. v. Equal Opp. Comm.,
110 S Ct 577 (1990)

The Supreme Court did not recognize a university privilege which required a judicial finding of particularized necessity of access before peer review materials used in tenure decision could be obtained by the EEOC. The plaintiff need only show relevance before the EEOC may obtain the records for employment discrimination cases.

Gender Discrimination In Schools

Vorchheimer v. Philadelphia School Board,
430 US 703 (1977)

The Court allowed "separate but equal" sex-segregated high schools for academically talented students.

Mississippi University for Women v. Hogan,
458 US 718 (1982)

By a 5-4 vote, the Supreme Court struck down Mississippi's policy of barring men from the University's School of Nursing. The court argued that an "exceedingly persuasive justification" must exist for sex-based classification to be upheld.

WHERE CAN WE TURN FOR HELP WITH MATERIALS OR OTHER INFORMATION?

AREA OF CONCERN	RESOURCE	ADDRESS/TELEPHONE
Technical assistance for implementing equal opportunity	Arnie Leppert and staff Compensatory Education Section, ODE	700 Pringle Parkway SE Salem, OR 97310 Phone: 378-3606
Civil Rights compliance in Oregon schools Equal opportunities under state and federal law	Kathryn Wells Murdock Director, Legal Services ODE	Same address as above Phone: 373-7714
Civil Rights Office for Region X	Gary Jackson Director, Region X	Henry M. Jackson FED Bldg, MC 10-9010 915 Second Avenue, Rm. 3310 Seattle, WA 98101 Phone: (206) 442-1930
Desegregation Assistance Racial/Ethnic/Sex/ National Origin/ Bilingual Issues	Francisco Garcia Director, Desegregation Assistance Center	Interface Network, Inc. Suite 202 4800 SW Griffith Drive Beaverton, OR 97005
Bilingual Education workshops, conferences, state affiliate activities NABE Journal	National Association for Bilingual Education (NABE)	1201 16th St NW, Rm 408 Washington, DC 20036 Phone: (202) 882-7870
English as a Second Language materials, reference guides, teacher preparation and classroom practice materials	Teachers of English to Speakers of Other Languages (TESOL)	1600 Cameron Street Alexandria, VA Phone: (703) 836-0774
Information and materials on bilingual education NCBE Forum	National Clearinghouse for Bilingual Education (NCBE)	8737 Colesville Rd,Suite 900 Silver Springs, MD 20910 Phone: (800) 647-0123
Free list of bilingual education materials	Dissemination and Assessment Center for Bilingual Education	7703 N Lamar Blvd Austin, TX 78752
Native American materials	Native American Materials Development Center	407 Rio Grande Blvd NW Albuquerque, NM 87104
Asian-American materials	Asian-American Bilingual Center	2168 Shattuck Ave, 3rd Floor Berkeley, CA 94704
Research and development related to languages and linguistics	Center for Applied Linguistics (CAL)	1118 22nd St. NW Washington, DC 20037 Phone: (202) 429-9292

Bilingual and intercultural education	Intercultural Relations and Ethnic Studies Institute (IRES)	Rutgers University Graduate School of Education 10 Seminary Place New Brunswick, NJ 08903
Research, curriculum development information, dissemination and training/technical assistance for bilingual education	Intercultural Development Research Association (IDRA)	5835 Callaghan, Suite 350 San Antonio, TX 78228
Information on bilingual programs and materials	Educational Resources Information Center (two ERIC Centers specialize in bilingual): ERIC Clearinghouse on Rural Education and Small Schools	ERIC/CRESS New Mexico State University Box 3AP Las Cruces, NM 88003
	ERIC Clearinghouse on Languages and Linguistics	ERIC/CLL Center for Applied Linguistics 1118 22nd St NW Washington, DC Phone: (202) 429-9292
Affirmative Action for Women in Education Administration	Northwest Women in Educational Administration	DEPM - College of Education University of Oregon Eugene, OR 97403 Phone: 686-5081
Information on bilingual programs and materials	ORTESOL (Oregon Teachers of English as a Second Language)	531 SE 14th Street Portland, OR 97214 Phone: 280-5889
Civil rights and Affirmative Action	Department of Labor and Industries	3865 Wolverine NE Room E-1 Salem, OR 97310 Phone: 378-3296

OREGON DEPARTMENT OF EDUCATION PUBLICATIONS ABOUT EQUAL OPPORTUNITY

Oregon Administrative Rules

Presents all OARs adopted by the State Board of Education. Published annually.

Oregon Laws Relating to Public Schools and Community Colleges

Compilation of statutes affecting education. Updated biennially at the close of the legislative session.

Personnel Guidelines and Model Policies, 1985

Designed to assist school district boards and administrators in developing required personnel policies.

Reduction in Force, Layoff and Recall, 1983

Prepared to help districts develop a process for the release of staff due to loss of enrollment budgets and changes in programs.

Bilingual/Bicultural Resources (Spanish-English): A Catalog of Educational Materials, 1978

A catalog of bilingual curriculum materials for bilingual staff who are selecting materials for Spanish-speaking students. In general, materials listed conform to a basic principle of bilingual education - using the child's first language for classroom instruction while the child systematically learns English listening, speaking, reading and writing skills.

Standards for Public Schools, 1989

Cites the standards for public schools in Oregon which were adopted by the State Board of Education February 1980. As Oregon Administrative Rules, they have the force of law.

Suggested Guide for School Districts: Student Records, Revised 1989

Guidelines developed for school districts in response to the emphasis placed on student records, confidentiality, and protection of the rights and privacy of parents and students by both state and federal legislation.

A Resource Guide for Oregon Educators on Developing Student Responsibility, 1989

Section 504, Title IX

Parent Information Packet, 1986

An information resource for parents of children with handicaps.

Physical Education Concept Paper, Spring, 1990

Guidelines to achieve high quality, equitable physical education.